



**National Certificate of Educational Achievement**  
**TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA**

**Internal Assessment Resource**

**Digital Technologies Level 1**

This resource supports assessment against:

**Achievement Standard 91071v1**

**Implement basic procedures to produce a specified digital  
information outcome**

**Resource title: Survey Report**

**4 credits**

Student Name:.....

*I declare that the material I have submitted for this unit or achievement standard is my  
own work and that I had no outside help from others in completing it.*

\_\_\_\_\_  
(student to sign)

Comments: .....

.....  
.....

☐ Not Achieved   ☐ Achieved   ☐ Merit   ☐ Excellence

**DEPARTMENT USE ONLY**

Internal Moderation Grade: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*If your grade differs from the mark given by the teacher, fill in the 'internal moderation' report.*



## Student Instructions

### Introduction

This activity requires you to skilfully and efficiently select and manipulate content and data using 2 applications to create a report that shows how people use the internet.

You will be assessed on:

- The extent to which your documents meet the specifications below and
- The manner in which you implement the plan, and apply techniques with testing procedures to create the documents.
- Your independence, as well as your accuracy and efficiency, will be taken into account.

This is an individual task. You have **6 weeks** (30 hours) to complete this task. It needs to be submitted by **Friday the 12<sup>th</sup> April 2013**. Due to the nature of the task, there will be no re assessment opportunity for this standard.

Achievement	Achievement with Merit	Achievement with Excellence
Implement basic procedures to produce a specified digital information outcome.	Skilfully implement basic procedures to produce a specified digital information outcome.	Efficiently implement basic procedures to produce a specified digital information outcome.

### Task:

You are to complete the following:

1. **Choose a topic** you **strongly agree or disagree** with from the below:
  - a. Video games are a negative influence on teenagers.
  - b. Television is a waste of electricity.
  - c. There should be a curfew when teenagers under 16 are to be off the streets at night.
  - d. There should be more for teenagers to do in Whangarei.
  - e. The internet should be in every home.
2. Create an **online survey using Google Forms** with **at least 10 questions**, asking people about your topic of interest. (*Ensure the Disclaimer statement in the Appendix is copied on your form*). Distribute via email and Facebook to **at least 20** participants.

Your SURVEY should include...	Checklist:
1. At least <b>10</b> questions	
2. A <b>heading</b> about the chosen topic of interest	



3. At least <b>one multichoice; scale and text</b> formatted question	
4. At least <b>one question</b> about <b>money</b>	
5. A <b>disclaimer</b> advising participants what the information will be used for.	

3. Use at least **2 different programs** that are suitable:
  - Export the results of your survey and edit according to the **Data Specifications** below (*Your document must have every item in this checklist to Achieve*).
  - Copy and paste the relevant fields from your data into a report. Edit according to the **Report Specifications** below (*Your document must have every item in this checklist to Achieve*).
4. Use the appropriate **testing and integrity** procedures as outlined below.
5. Hand the following in:
  - A print out of your edited **report** summarising your findings.
  - A print out of your edited **datasheet** attached in the Appendix
  - A print out of your **google survey** attached in the Appendix.
  - A soft copy of your Exported survey results; Edited Datasheet and Edited Report (*Upload to the wiki website*).



## Specifications:

Your DATASHEET must include...	Checklist:
1. A <b>header</b> with your <i>first and last name</i>	
2. A <b>footer</b> with the <i>File Path</i> and <i>Page Numbers</i> to show file management <i>i.e. where is your file saved at present?</i>	
3. Cells formatted correctly for the data, with at least one formatted as <b>Currency</b> or <b>Percentage</b>	
4. A <b>cell</b> showing <b>SUM( )</b> and <b>COUNTIF ( )</b> functions	
5. At least <b>one pie or bar graph</b> that has a title and appropriate labels from your survey results	

Your REPORT must include...	Checklist:
1. A centred <b>Heading 1 Style</b> that reflects the topic of interest	
2. At least <b>one sub heading</b> <i>e.g.</i> <ul style="list-style-type: none"> <li><i>Introduction</i> – Explain the purpose of the presentation, the two applications you chose and why.</li> <li><i>Results</i> – Select and meaningful screenshots of your graphs and datasheet to illustrate your summary. Discuss what your survey results show.</li> <li><i>Conclusion</i> – Using the evidence, prove or disprove your topic of interest.</li> <li><i>Reflection</i> – Discuss how you went about completing this task <i>e.g. did you find it easy? What was involved? What did you find challenging?</i></li> </ul>	
3. A <b>header</b> with your <i>first and last name</i>	
4. A <b>footer</b> with the <i>File Path</i> and <i>Page Numbers</i> to show file management <i>i.e. where is your file saved at present?</i>	
5. At least <b>one page break</b>	
6. A <b>table</b> summarising the results of your survey	
7. <b>Screenshots</b> in an <b>Appendix</b> showing a sample of the <b>SUM( )</b> and <b>COUNTIF ( )</b> functions; <b>One Pie or Bar Graph</b> ; <b>Currency or Percentage formatting</b> used in the datasheet.	
8. <b>1.5 line spacing</b> ; <b>Bulleted</b> and/or <b>numbered</b> content;	
9. A range of design elements <i>e.g. alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour)</i>	



## Testing:

Apply these testing and integrity procedures to your report and survey results:

I have...	Checklist:
1. Corrected all spelling errors	
2. Used a calculator to check the results of my survey are correct	
3. Ticked that my report has all the specifications above	
4. I have saved my work in a Digitech folder on my H:\ and/or usb stick or wikispaces website	
5. Had a friend complete a "peer assessment" on my work	

Student Signature: \_\_\_\_\_

## Sample Disclaimer:

Individual responses to this survey are considered anonymous. Information gathered will be used for the purposes of an internal assessment only. This information will be made available to external third parties for moderation purposes only.

If you agree to these terms, please feel free to complete the following survey.



## Peer Assessment:

Your Name: \_\_\_\_\_

Whose working are you assessing? \_\_\_\_\_

I checked there was...	Tick:
1. No spelling or grammar errors	
2. A header with their name	
3. A footer with the page numbers and file path	
4. A report with one page break	
5. A main heading	
6. An introduction, results, conclusion and reflection statement using 1.5 line spacing	
7. Correct screenshots in an Appendix	
8. Some bullet points or numbering	
9. A graph	
Comments: <i>Did you notice anything missing? What did you think of their report over all?</i>	

Signed by: \_\_\_\_\_

Date: \_\_\_\_\_

### Assessment schedule: Digital Technologies 91071 Survey Report

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has implemented basic procedures to produce a survey report. They have:</p> <ul style="list-style-type: none"> <li>• applied a set of techniques to produce the specified outcome</li> </ul> <p>For example: The student created the survey report following the specifications. At times, they needed reminders about the specifications, use of headings, and appropriate placement of content.</p> <ul style="list-style-type: none"> <li>• selected appropriate software and features to manage and present information</li> </ul> <p>For example: The student created the report using at least two software applications and was able to explain why they had chosen these particular applications.</p> <ul style="list-style-type: none"> <li>• applied file management procedures</li> </ul> <p>For example: The student did apply some file management procedures (such as saving on network drive) but did not establish and stick to a systematic naming convention (<i>as seen in file path footer</i>).</p> <ul style="list-style-type: none"> <li>• applied appropriate design elements and/or formatting techniques</li> </ul> <p>For example: The student used some of the design and formatting features of the two software applications but, at times, required teacher support to do so.</p>	<p>The student has skilfully implemented basic procedures to produce a survey report. They have:</p> <ul style="list-style-type: none"> <li>• shown accuracy in applying techniques and testing procedures</li> </ul> <p>For <b>spreadsheet software</b>, the student could be expected to:</p> <ul style="list-style-type: none"> <li>– set cell widths and heights that are appropriate for the information they contain (for example, by using auto width and height, setting specific measurements, or using wrap text);</li> <li>– appropriately format data in cells (for example, decimal places, dollar signs, dates);</li> <li>– accurately enter numerical and calculate using formulae;</li> <li>– appropriately sort and display information (for example, alphabetically, numerically, or by type);</li> <li>– select data and chart types that are appropriate for the purpose (for example, to show a trend);</li> <li>– ensure that charts are readable, accurate in terms of calculations, and appropriately labelled.</li> </ul> <p>For <b>word-processing software</b>, the student could be expected to:</p> <ul style="list-style-type: none"> <li>– select fonts that are appropriate for the purpose (for example, those used for headings, sub-headings, and content have a logical, hierarchal structure);</li> <li>– customise margins to the needs of the document;</li> <li>– set appropriate line spacing (for example, the space before and after headings and paragraphs);</li> </ul>	<p>The student has efficiently implemented basic procedures to produce a survey report. They have:</p> <ul style="list-style-type: none"> <li>• undertaken techniques and procedures in a manner that economised the use of time and resources</li> </ul> <p>For example: The student has created a well-structured, accurate, fit-for-purpose document using at least two software applications. To do this, they used efficient methods rather than trial-and-error (for example, when setting tab stops, margins, or bullets), and made effective use of pagination, paragraphing, page breaks, and continuous breaks.</p> <p>The student entered text and other data using efficient fingering and keyboard shortcuts.</p> <p>The student used spreadsheet software effectively to create graphs (for example, using the most efficient formulae and labour saving autofill and labelling options).</p> <p>The student was familiar with a wide range of relevant techniques, procedures, and design elements and used these to implement their design concept. For example, they quickly chose the most suitable type of graph (for example, a pie graph to show percentages), selecting labelling, customising alignment, font size, and colour, and placing text to ensure maximum readability and usability. Their choice of colours was appealing and harmonised with other visual elements in the report. They used formatting to engage and support the reader by, for</p>

<p>Their finished report shows some evidence of awareness of design principles.</p> <p>For <b>spreadsheet software</b>, a student could be expected to:</p> <ul style="list-style-type: none"> <li>– <i>insert/delete rows and columns as required; enter and calculate (add, subtract, multiply, divide, or obtain sum, minimum, maximum, average) numerical data using mathematical formulae;</i></li> <li>– <i>format text (font, bold, italics, size, etc.) so that it is readable and suitable for purpose; format numbers appropriately, considering the data type (for example, money) and accuracy required by the context; size and align cells (for example, height, width, align, split, merge); sort; select and graph information.</i></li> </ul> <p>For <b>word-processing software</b>, a student could be expected to:</p> <ul style="list-style-type: none"> <li>– <i>select, apply, and adjust fonts, margins, line spacing, tabs and to create tables, columns, borders and shading, and headers and footers;</i></li> <li>– <i>create an outcome through manipulating design elements such as: alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour), proximity (main heading, sub-headings, paragraphs), balance (placement of blocks of text, use of white space, column breaks), harmony (through font selection, colour treatment, graphics and text).</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>applied data integrity and testing procedures to ensure the outcome meets the specifications</b></li> </ul> <p>For example: As per testing procedures and peer assessment.</p>	<ul style="list-style-type: none"> <li>– <i>ensure that text spacing is appropriate (for example, condensed or expanded);</i></li> <li>– <i>set appropriate paragraph styles (for example, block or indented);</i></li> <li>– <i>set suitable tabs and align any decimal points to enhance the appearance and readability of numbers;</i></li> <li>– <i>ensure that any Word tables display as appropriate, attending to cell dimensions, internal margins, borders and shading, alignment, and autofit;</i></li> <li>– <i>structure the document logically, using appropriate columns and breaks;</i></li> <li>– <i>ensure there are no orphan headings or lines;</i></li> <li>– <i>ensure that borders and shading display correctly when printed;</i></li> <li>– <i>ensure that information in headers/footers displays correctly (for example, in terms of pagination, placement, style, size, and alignment).</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>shown independence when applying techniques, design elements, and testing procedures</b></li> </ul> <p>The student was able to create the report using two software applications by following the instructions and with minimal teacher input.</p> <p>With limited teacher input, the student decided on and made effective use of formatting features and a range of design elements such as:</p> <ul style="list-style-type: none"> <li>– <i>alignment (text, columns, tables, graphs), contrast (using font selection, style, size, colour, shading, reverse text, and drop caps to enhance the outcome), repetition (consistent use of fonts, heading treatments, and colour simplify the reader's task), proximity (spacing between headings, sub-headings, paragraphs, and graphic elements visually structure the information for the reader), balance (placement of blocks of text and by use of white space and column</i></li> </ul>	<p>example, ensuring consistency in the layout.</p> <p>The student used screen shots to provide evidence of their efficient working.</p> <p>The student used efficient file-management procedures (that is, they named folders and files logically and inserted file name and pathway in the footer of their report.</p> <p>The student's report is functional, suited for the intended audience, and easy to read and digest.</p> <p>If intended for online viewing, the student has saved it in alternative formats (such as Word and pdf).</p> <p>The student has efficiently reviewed and tested the data for completeness and accuracy (for example, they have checked the results of formulae using a calculator). They have provided a printout of their formulae sheet as evidence that they have used the advanced functionality of the software).</p> <p>The student has met relevant legal, ethical, and moral requirements. For example, they have included a survey participant disclaimer advising the purposes of the results.</p>
--	--	---



<ul style="list-style-type: none"> <li>• <b>met appropriate legal, ethical, and moral requirements</b></li> </ul> <p>For example: The student has included the disclaimer statement issued to all survey participants prior to completing survey.</p>	<p><i>breaks), harmony (font selection, colour treatment, and linkage of graphs/graphical elements and text reflect the conventions of good design).</i></p> <p>Using their design concept as a basis, the student independently decided on and applied a wide range of appropriate techniques, procedures, and design elements (for example, by selecting relevant information to create an appropriate graph).</p> <p>The student organised their files with minimal teacher input (for example, systematically naming and storing them).</p> <p>The student has accurately and independently created a report that meets the specifications and is functional for the intended audience.</p> <p>The student independently reviewed and tested aspects of the report to test its functionality (for example, by checking calculations to ensure data integrity, by checking graphs and tables to ensure that they display appropriately, by proof reading to ensure errors are eliminated and that no text is missing or in the wrong place, by checking for consistent use of styles (for headings, subheadings, bullets, etc.)</p> <p>The student complied with relevant legal, ethical, and moral requirements (for example, obtaining written permission to use for pictures of a person or someone else's work, correctly crediting sources).</p>	
---	--	--

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.